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# Missourian

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## Right-to-Work issue— A state divided

Right-to-Work. A controversial issue that could effect every worker in Missouri.

But what is Right-to-Work? Will it break the labor unions? Will it cut wages? Or will it increase the number of industrial plants and maintain or increase wages?

The Right-to-Work petition states: "No person shall be deprived of the right and freedom to work at his chosen occupation for any employer because of membership or nonmembership in any labor organization, or because of payment or nonpayment of dues, fees, assessments or other charges of any kind to any labor organization; and that any contract which contravenes this right is illegal and void."

Missouri voters may get to act on this issue in the November general election. Petition drives are over and signatures are presently being counted. Right-to-Work requires a constitutional amendment, thus 167,000 signatures of registered voters are required before it can be placed on the ballot.

"We need eight percent of the registered voters in seven of the ten congressional districts before it can be voted on in November," said Mic Jones, petition co-ordinator for Nodaway County's Freedom to Work Committee.

Currently in Missouri, persons hired in a union shop are required to join the union within 30 days of employment, pay union dues and obey union rules.

However, if the Right-to-Work amendment passed a new employee would not have to become a union member and the union would have the legal responsibility to represent that worker. The new worker receives all the benefits that have been negotiated through collective bargaining, without giving financial support to the union.

"Right-to-Work is a misleading phrase," said Robert Brown, professor of business. "The primary issue is it would weaken organized labor in the United States and would weaken workers' right of collective bargaining."

Right-to-Work members say they are not trying to weaken the labor movement. But they believe a worker should have the right to choose whether or not they wish to belong to a union.

"Unions are a restriction on work ethics with having to join a union to pursue your vocation in your own way," said Jones. "I am not anti-union, they're just not right for me. There's a need for them, but they have an awesome power to tell an industry they'll lose their workers unless they meet certain additional benefits."

A right-to-work law would also effect students.

"If wages were lowered, students would make less and the working conditions couldn't be as good without a union shop," said Brown.

However Jones feels it would be better off monetarily for students with part-time summer employment. "Students who have summer jobs could be forced to join unions just in the summer. Many times union dues can be more than the salary they'd make--it's not worth it."

The petition has already fallen short in two of the St. Louis congressional districts. But if the Right-to-Work issue makes the November ballot, it will be the Missouri voters, who will make the final decision.

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## Albertson, Mapel under free agent contracts

Former Bearcats Marty Albertson and Steve Mapel have signed contracts to become professional baseball players.

"It's a dream most young men who play baseball have, but it's a distant goal," said Coach Jim Wasem.

Albertson and Mapel, 1977 graduates, both signed free-agent contracts with Class A teams.

The Auburn, NY, Independent Team in the Pioneer League signed third-baseman Albertson June 24. The Auburn team purchases players and sells them to major league teams, which is probably what will happen to Albertson.

Mapel signed June 17 with the

Minnesota Twins in the Elizabethton, TN, Appalachian League. The right-handed pitcher was the "hardest thrower" in the Bearcat lineup last year according to Wasem.

"Right now Steve's 5-4," said Wasem.

Albertson had his poorest hitting season last year with a .266 batting average, according to Wasem, but was second in the league in stolen bases.

Wasem has had little contact with Mapel since graduation but talked to Albertson recently.

"Marty is a little disillusioned with major league. There's not the team aspect we have at NWMSU. In general, it's everybody for himself and he's

having trouble adjusting," said Wasem.

For a small school, NWMSU has produced some successful ballplayers and Wasem credits it to the students' dedication and hard work, the University's year-round baseball program, "fine educational program" and the location.

"A number of Iowa young men are attracted here, as are a smattering of Illinois boys. And we're just far enough from Kansas City that boys from that area can come here and have a get-away-from-home experience," said Wasem.

But most of all, he said, it's the "tradition of winning; the tradition of excellence."

# Rats used in opiate experiments

Brain processes involving addictive behavior in rats are currently being researched in an experiment conducted by Dr. Dorothy T. Moore, psychology instructor.

"This area of research is one of the most important in the broader area of brain research," Dr. Moore said.

Dr. Moore is a bio-psychologist trained in brain surgery and behavioral research involving motivational and perceptual systems in the brain.

Dr. Yosef Geshuri, also a psychology instructor, and Dr. Patrick Wynn, biology instructor, are serving as consultants to Dr. Moore in the experiment.

Response to a research proposal submitted to the Faculty Research Committee last November provided a grant for the project which began in February.

Prompted by the recent discovery of opiate receptors (cellular elements in the brain which form a chemical bond similar to opium-derivative drugs such as heroin and morphine), the experiment being conducted involves the eagerness of rats to run in activity wheels.

Previous researchers have proposed that crucial changes occur in the brain of the rat that prompt the animal to run on the wheel, sometimes to the point of starvation. These crucial changes involve the production of opiate-like substances in the brain and/or pituitary gland called endorphins.

Endorphins, which appear to be as addictive as morphine, also share another property with narcotics; they are blocked by administration of the drug, Naloxone, or

a similar more recently-developed drug, Naltrexone.

Dr. Moore suggests that there is a significant analogy between rats' wheel-running behavior and another well-known addiction, drug dependency.

She is doing research designed to test the hypothesis that the opiate receptors in the brain also mediate non drug-related addictions; in this case the wheel-running addiction in rats.

"So far the results look as though the anti-narcotic agents do counteract the running behavior," Dr. Moore said.

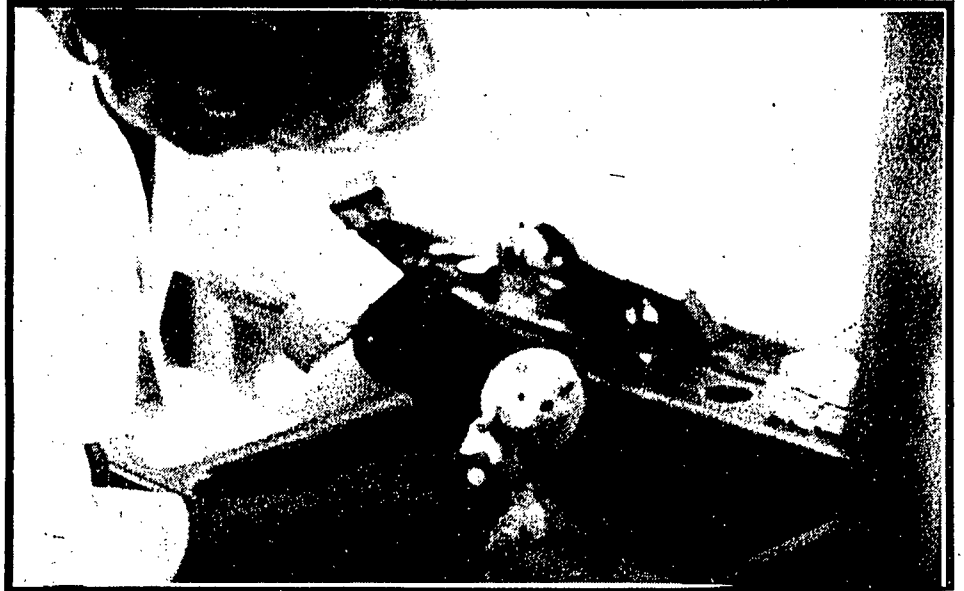
If Dr. Moore's hypothesis is correct, the administration of Naloxone or Naltrexone will prevent development of the fatal wheel-running syndrome in rats.

If her hypothesis is incorrect, then either the rats' bizarre behavior patterns can be assumed to be related to another brain system, or the effects of Naloxone or Naltrexone are less simple than has been assumed and should be further investigated.

"Whatever the outcome, we can expect to have increased our fundamental knowledge of brain mechanisms which underlie a wide variety of addictive patterns of behavior in mammals, including man."

"The results will have broad implications for treating other types of behavior which can also be described as repetitive, compulsive, obsessive and ultimately self-destructive," Dr. Moore said.

Dr. Moore plans to submit a report on her research to a scientific journal for publication.



Dr. Dorothy Moore prepares to inject an anti-narcotic drug into a rat. She hopes to find a correlation between rats' wheel-running behavior and drug dependency. The drug was provided free of charge by Endo Laboratories. [Photo by Bob Durham]

Dr. Moore's research involves the maintenance of four groups of rats. One group receives Naloxone injections before running, the second receives Naltrexone, the third receives no injections and the fourth receives "sham" injections of a saline solution in order to monitor the reaction to the needle, which can be traumatic enough to cause a bio-chemical reaction in the rat.

Five phases are involved in the experiment: preliminary, pilot, experimental phase I, experimental phase II and final treatment.

"We're just finishing the pilot phase. We've been through the procedure of determining if our plans are working as expected," said Dr. Moore, who hopes to complete the experiment by January.

"I'd say this is only a first step, a toe through the door for more experiments here."

"I don't believe in teaching without doing research. Some people work in research labs and don't teach. I think that would be very dull. Students are an exhilarating, challenging experience. I consider every student a potential colleague."

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## Governor Teasdale visits northwest Missouri farms

Governor Joseph Teasdale and agriculture leaders from across the state visited Northwest Missouri this week during the Governor's Spotlight Tour on Agriculture to take a look at area farming and agri-business.

Tour members examined general crop conditions, irrigation projects, solar grain drying units and livestock operations.

The tour began Wednesday when members of the Department of Agriculture toured Andrew and Holt counties and the Squaw Creek Wildlife Reserve.

Governor Teasdale joined the tour

group Thursday morning at the Packing Plant in Phelps City. The group also visited the Robert Lee Stanton farm where they were shown a unique system for drying corn using irrigation pipe and solar heating.

To start the afternoon, Governor Teasdale and the Agriculture Department plan a luncheon at the University.

Other afternoon stops include the Holstein dairy operation of Charles and Charlotte Knorr of Pickering, the diversified operation of Gary and Bill Meyer of Conception Junction and the R.E. Potts confinement hog operation in Avenue City.

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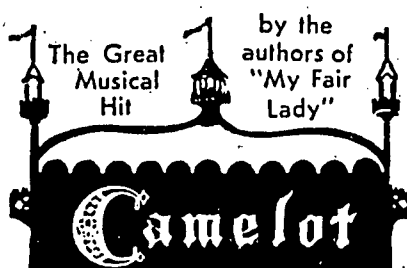
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## Cadets complete camp

Three University students were sworn in as ROTC (Reserve Officer Training Corps) cadets July 12 after completing ROTC basic camp held May 31-July 6 in Fort Knox, KY.

Brady Snyder, junior, said about the camp, "It can change your whole outlook on the military. There were parts that I didn't like, but everybody feels that way."

"Everything they do has a purpose," he added.

Marksmanship, grenade-throwing, obstacle courses, map orienteering and physical training are some of the activities offered by the camp. Snyder said he expected more physical activities than were actually required.

Snyder joined ROTC because he "always thought about being in the military. I decided to go to basic camp to see what it was like, and I liked it, so I decided to go ahead with the program."

Snyder plans to join the active army after college and will make a career of it if he likes his three years of duty.

Randy Poe, sophomore, attended basic camp because he'd always been interested in the service and it "sounded pretty good" when he checked into it.

"The people were really nice. You got treated really good," he said.

"You can't expect to receive all the time--you have to give a little," he added.

Poe also plans to join active duty after he receives his college degree.

Rich Loney was the third student who attended the camp.

The ROTC basic camp serves as a substitute for the first two years of ROTC training under the regular four-year program.

The new cadets must complete two more years of ROTC classes (three hours per semester), attend advanced ROTC camp and obtain college degrees before they can be commissioned into the active army. If they apply for active army and are accepted, they are obligated for three years of duty.

Only about 50 percent of ROTC commissioned officers presently receive active duty assignments, and in the future it is expected that even fewer will. Other options are six years duty in the National Guard or in the Army Reserves. Neither of these require the cadet to finish college.

Poe feels the benefits of ROTC are definitely worth the time and work spent in training. Cadets receive 100 dollars a month for 10 months of the year and active duty pay during advanced ROTC camp. ROTC scholarships are also available to cadets.



## Garrett-Strong pond?

You might remember it as the Garrett-Strong fountain but to those who pass it every day, it's now the second college pond.

Murky green pond water complete with slime, a potted plant, various small fish and a frog all go together to create just that--another pond on campus.

"This spring when the plumbers came to fill it, they took out the fountain parts and just left the water," said Newt Spangler, Garrett-Strong custodian.

"Then one day some people from the bioscience department brought down their guppies and other little fish and put them in it. Later Dr. Bruening and

some students brought a plant that they'd grown in the greenhouse and set it in," he said.

Voila! A former fountain becomes a miniature man-made pond and a home for some of the bioscience department's live specimens.

Maintenance workers had been having to clean leaves and other debris from the fountain several times each year according to Spangler.

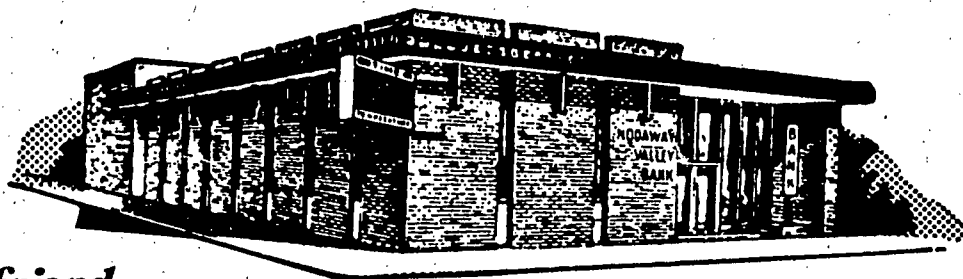
"All those lights and stuff were pretty but kids were always putting soap in it. It's all right now I suppose, but I'd kind of like to see it filled up with dirt for flowers," he said.

[Photo by Bob Durham]

## Memorial established

Kathy Jean Bright, a 1976 NWMSU graduate, died in a motorcycle accident July 1 in her hometown of Lineville, IA. She had been teaching children with learning disabilities in Princeton, MO, School District since graduation. Any memorial contributions have been requested by the family to be sent to the People's Bank of Mercer, MO. Money will be used to benefit the Horace Mann Learning Center.

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# Look! Up in the sky! It's a bird, it's a plane, it's a roving reporter

When we pulled into Rankin Airport Tuesday, I was glad it hadn't rained.

Most trips to airports lately have been either to say goodbye or pick up a relative. But this time I was going to fly. Really fly.

It wouldn't be the first time I'd been in a small plane--or a jet--but this was different. Hands on the control wheel, I was going to glide that baby myself. And the weather was on my side.

The airport was quiet, save for the wandering of a brown goat and a thin blond dog. Jo Rankin was inside the control building and explained when I walked in that her son, Kevin, had gone to get The Plane.

On cue, he came into sight driving the four-passenger Piper Cherokee I was to fly. Compared to the few two-seaters parked on the grounds, the little plane looked monstrous.

While Kevin parked and climbed from the Cherokee, Mrs. Rankin explained that since her husband, Joe, was out of town, Kevin would give me my lesson. All three Rankins, who own the airport, are Federal Aviation Administration (FAA) licensed ground or flight instructors.

Confidence flowing, I walked toward the plane, followed by two photographers, one of whom planned to go up with us.

Instruction began. Kevin explained the checklist covered before each flight. Safety precautions are strictly followed and everything must be in order before setting foot in the plane.

He checked the gas and oil levels. He looked for hicks and dents, searching for "anything that isn't working quite normally."

The Cherokee passed inspection and we climbed, up and over the wing, into the plane. The interior was about the size of a Volkswagon, with front bucket seats, a bench backseat and about as much leg room.

Unlike an automobile, both front seats were equipped with left and right foot controls resembling gas and brake pedals, and a control wheel half the size of a regular steering wheel and shaped something like a football with easy accessibility for both hands.

I was prepared for, but still in awe of, the control board covered with knobs and dials and radio equipment and gauges that surely require years of intense training to understand. I listened as Kevin explained some of their functions and I was fascinated but remained virtually ignorant. So much to absorb!

As an illustrious beginner, I determined as "worth remembering" the positions of the radio equipment, compasses, altimeter (which measures height), air speed gauge, artificial horizon, throttle, handbrake and control wheel.

So far so good. Kevin started the engine and we taxied to the end of the runway to make final checks before takeoff.

Killing the engine and setting the parking brake, we referred to a lengthy checklist to confirm the position of the radios (off), carburetor heat (cold), fuel selector (set on fullest tank, which happen to be a toss-up since they were both full), fuel mixture (full rich), throttle (closed, which meant it was out as far as it could go) and master switch (on).

Making sure the runway was spectator-and-animal-free, he started the engine again and "turned off the air conditioner" (he closed the plane door). Seeing that there were positively no hitches in the oil pressure, carburetor temperature, heat controls, oil temperature, fuel pressure, mags, wing flaps, door latches and anything else that could possibly be checked, we started to move.

The runway is gravel and it was bouncy. And then it wasn't bouncy anymore and we were in the air. Climbing.

With none of the sensations of a jet take-off, it was like driving a car off the side of a cliff and just hanging in space. But thankfully, according to schedule, we were going up instead of down and we kept going up until we were a thousand feet above the ground.

A thousand feet doesn't seem like much if you're in a corn field. But it sure makes a difference when you're straight up.

Now that we were en route through the sky, some of the equipment began to make more sense.

Kevin explained that the main difference between driving and flying is a plane not only goes back and forth and side to side, it goes up and down. Turning the control wheel causes the plane to go sideways; pushing it in brings the plane down; pulling the wheel out brings it up.

I was really comfortable cruising over Maryville--we could see the entire town--and trying to pick out Third Street and Colden Hall and wondering if anyone was watching us fly over and feeling pretty smug that I was "up here" and they were "down there," when Kevin said, "You wanna fly her?"

Well sure, why not. That was the point, right? So I stashed away my note-taking supplies and prepared to take the controls. For an amateur, I was damn composed.

Then I realized my feet wouldn't reach the control pedals and in fumbling with the seatbelt and lunging the seat closer to the front, I once again became humbly ignorant.

Remembering the up-and-down rule and keeping one eye on the artificial horizon to maintain the plane's level position, I took over. It was easier than steering a car because I only had to hold it steady, then move it slightly to circle back around toward home. What a breeze.

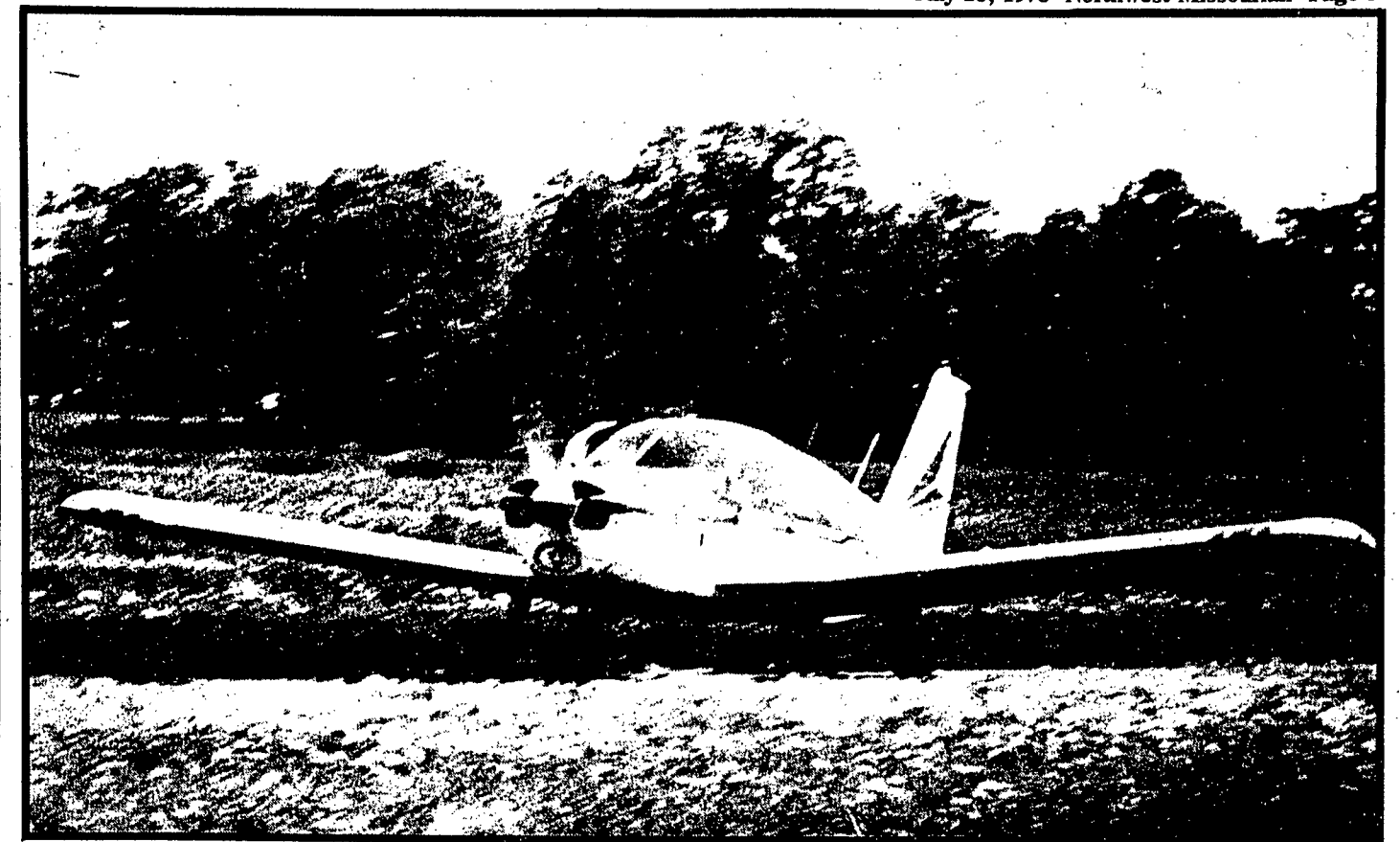
When we started getting close to the airport, Kevin took charge of the controls and showed me how to radio the airport advisory (Mrs. Rankin) to check the wind conditions and landing pattern.

Information computed, he cranked the power down to an 85 m.p.h. glide, dropped close to the ground, circled the airport and touched down on the runway.

We were all intact, I hadn't wrecked the plane and I was anxious to beat it back to school and tell everyone what a great job I'd done.

But first another checklist--almost an exact copy of the one used before takeoff, only backwards. Everything was shut down and we climbed out, over the wing, and onto the grass.

I was exhilarated. In half an hour I'd been exposed to tons of information, been allowed to control the flight of an airplane, seen Maryville from a totally new angle... and lived to write about it.



## Fly the friendly skies of Maryville

(For 3 hours credit)

It's called ground school but it teaches men to fly.

In an airplane, of course.

Ground school is partnered with flight training under the University heading of Physical Sciences 172: Applied Aviation--or the art of becoming airborne.

Taught by Mrs. Jo Rankin at Rankin Airport east of Maryville, ground school meets every Tuesday night for four students: Vicki Clay, Pat Cotter, Mike Rosenthal and Ron Smith.

\$89.99 covers the price of the three-hour-credit ground school plus each student must rent a plane by the hour for 10 hours to complete the course.

Two planes are available this summer--the Cessna 150, a two-person plane that is capable of going 120 miles per hour and rents for \$11.50 per hour; and the four-person Piper Cherokee 180 that can travel 130 m.p.h. and rents for \$26 per hour. These fees include flight instruction,

gas, oil and insurance.

Mrs. Rankin, her husband Joe and son Kevin run the FAA (Federal Aviation Administration) approved course year round without University payment for instruction.

"I have a ground instructor's degree and Joe and Kevin have flight instructors' degrees," explained Mrs. Rankin.

"Students get enough flying experience that they come very close to solo," she said.

"Solo" simply means a student is experienced enough to fly the plane alone. Mrs. Rankin explained this is usually followed by more "dual" flying instruction, then more solo flying and more instruction.

"It's sort of a stair-stepping process," she said.

Students must have at least 40 hours flying experience to obtain a pilot's license, but the national average is 58 hours. A written FAA test must be passed, as well as a flight test from a pilot examiner.

"Ground school prepares them for this," said Mrs. Rankin. The airport's planes may be rented after the course to give students an opportunity to become licensed. Hourly rental fees outside class are \$14.50 for the Cessna and \$21.40 for the Cherokee.

A licensed pilot examiner, Mr. Rankin is the only one in northwest Missouri to offer the flight test.

An alternative to individual pursuit of a pilot's license is the Physical Sciences 272: Advanced Aviation course which supplies the final 30 or so hours needed.

When a beginning student enters the aviation course, he is given only half an hour of ground school training before "going up."

Clay had never flown in a plane before and was surprised when her instructor allowed her to take over the controls her first time up.

"I was nervous because I didn't expect to fly it since I'd never been up before," she said. "Now I'm just starting takeoffs and landings but it's not like I'm doing it myself because if he thinks I'm doing something wrong, he grabs it and takes over."

Another student, Cotter, said he "always wanted to fly."

He said, "The first time, I loved it. It gave me a sense of freedom. But I'm just getting over my nervousness--I didn't know how the plane would react. I'm learning (to take off and land) but I'm not doing it myself yet."

Landing the plane is the hardest thing to learn according to Mrs. Rankin.

"They have about four hours practice with the instructor before they take off and land," she said.

The aviation course may lead to a pilot's license, flying as a serious hobby, means of transportation or career for some students.

Cotter plans to get his pilot's license but as for what he intends to do, "it just depends on what is coming in the future. I plan on flying a lot when I get out. I'd like to buy a plane but they're awfully expensive."

Clay, too, has high aspirations. "It might take me a long time but I'd like to get my license. A lot of it will be just for fun but I plan on working in summer stock and theatre and I'd fly to auditions."

Whatever a student decides, ground school and flight training offer him experience and a taste of what it's like to fly.

AN AFTERNOON OF FLYING. Upper left and clockwise: Kevin Rankin explains the control panel to MISSOURIAN co-editor Carole Patterson. The take-off. Patterson, in a windy cockpit, as seen by Mercer in the back seat of the Cherokee. A bird's eye view of the University.

**Carole Patterson—**  
copy/layout

**Frank Mercer—**  
photo/air crew

**Laura Widmer—**  
photo/ground crew

# People

## Take two needles and be sure to call me in the morning

Americans shouldn't be needled by acupuncture--unless performed by a medical doctor.

Akio Oiso is a doctor of acupuncture in his home Tokyo, Japan, and is a student enrolled in the University's Intensive English Language Study to improve his English skills. Although he's licensed in Japan, Oiso cannot perform acupuncture in the United States.

Acupuncture is still a new form of treatment in the United States, but in Japan it's a well-established practice. Oiso attended a three-year vocational school in Tokyo to learn the fundamentals of acupuncture and passed a government board examination to get his license.

Oiso's interest in acupuncture started in high school and was influenced by his father, who is a medical doctor. His father traveled with the Japanese Olympic teams to Munich and Montreal.

Acupuncture was used extensively to relieve the athlete's pain caused by pulled muscles.

Recently Oiso travelled to Kansas City to participate in a demonstration sponsored by the Ryodoraku Research Institute of North America, Inc. At the seminar, Oiso displayed his skills of acupuncture.

"This meeting dealt with a very basic course of how to place the needle in the human body without pain," said Oiso. "The Institute teaches and conducts research in the clinical application of acupuncture as well as grant academic degrees in it."

In the United States only medical doctors can perform acupuncture. "Here, it has not yet gained public acceptance," said Oiso. Currently only four states, California, Hawaii, Florida and Nevada, issue licenses to practice acupuncture. However, Oiso would have to retake and pass the acupuncture exam in English before he could be licensed.

According to Oiso, acupuncture can relieve the symptoms of headaches, cramps, muscular pain, depression, fatigue and pneumonia. Other disorders which acupuncture can provide relief for

are nervous disorders, facial paralysis and rheumatism. Also there has been advances with acupuncture in helping muscular dystrophy.

For treating these diseases, Oiso uses Ryodoraku acupuncture rather than the traditional Chinese form. "We use a mechanical device and measure human energy," he said. "We then place the needle where the device shows the treatment will work."

By placing the needle at the defined point, it stimulates or sedates specific nerves which transmit electrical impulses to the spinal cord and centers of the brain and then to the disordered area. This process is based on the theory of "Meridians" through the body and specific points of influence along the meridians.

"Acupuncture stops the pain immediately, but then you have to find the cause of the pain," said Oiso. "It's not a magic treatment, it's not perfect. We just know it works, but we don't know why."

Oiso is studying pre-med and biology and plans to spend much of his medical studies researching acupuncture to find out why it works. He plans to attend Central Methodist College in Fayette, MO, and then transfer to the Osteopathic College in Kirksville, MO.

After he finishes his medical studies, Oiso wants to stay in the United States and combine his knowledge of Oriental and Western medicine.

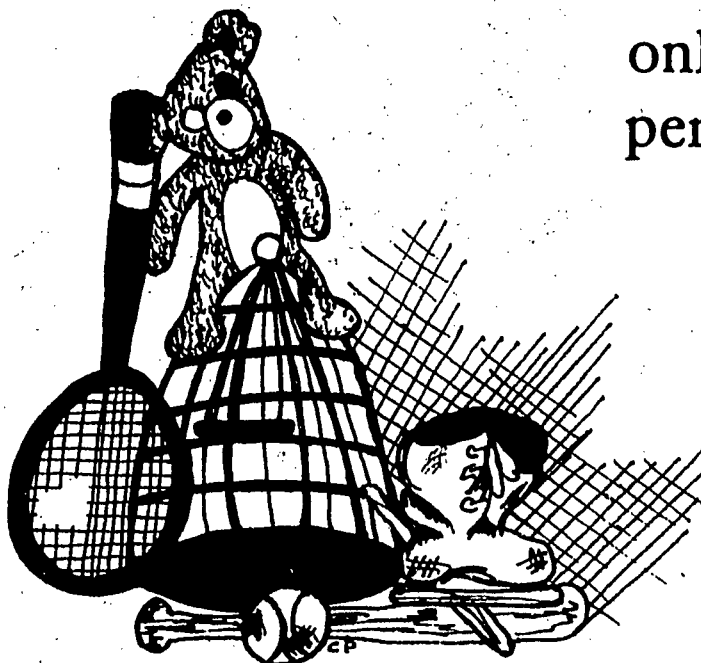


### Stick it!

Akio Oiso demonstrates how to insert the needle without causing pain. Oiso is a doctor of acupuncture in Japan. [Photo by Frank Mercer]

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# Situations

## Summer theatre: Sweating it out

Work and summer.

Contrasting elements at first glance, hard work is taken for granted by students involved with summer theatre.

"In the summer you really get dedicated people willing to work," said Dr. Charles Schultz, theatre director this summer.

Three changes occur during summer productions--less time to get ready to perform, fewer people to put on shows and less money to spend on costumes, lighting and set.

**Busybody**, this summer's second production, is no exception.

"Time is the main problem," said Ella Slaughter, a member of the cast. "Everything is so rushed."

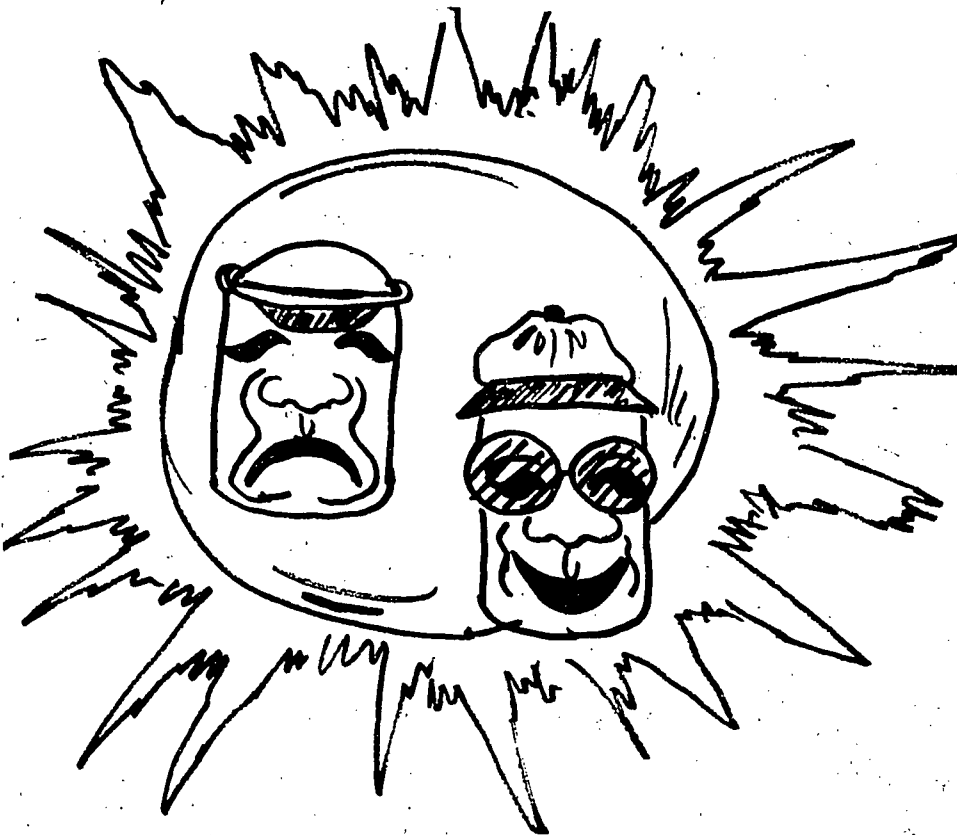
**'It's a good experience  
to work as fast  
as we can to get it done  
and done well'**

Students are expected to produce one show each five-week session. But according to Dr. Schultz, they don't even have the entire five weeks because the shows are presented the weekend before finals.

"It boils down to less than four weeks because the first week is used for tryouts and casting," he said. "Three weeks to do a show is a big task. Concentration is vital compared to the five to six weeks we have during a regular year. In the summer you can't afford to be 'off' during a rehearsal."

Time can be both a plus and a minus for actors. Bob Gately, another **Busybody** cast member, feels positive toward the pressure.

"I like the time element," he said. "It's good experience to work as fast as we can to get it done and done well. In professional theatre sometimes you have to have a whole show ready to go in a week and that includes everything."



Slaughter disagrees. "The shows are as good for the audience in the summer, but as far as the actors are concerned, it's hard to find enough time to get comfortable with the character."

Given more time, Dr. Schultz would like to see summer theatre do "more with costume, more with special lighting, more with publicity and a heck of a lot more with set."

He continued, "The quality of acting probably would not change, nor would direction or movement. But we would have more time to work things out technically--that's a biggie."

Technical standards could be raised even with the time factor if more students were involved with theatre. But as summer enrollment is lower than during the regular year, so the theatre department diminishes.

"All the students on campus must do everything--do the acting as well as

**'In the summer  
you really get  
dedicated people  
willing to work'**

technical work," said Dr. Schultz.

Maybe that's good.

"You all have to pull together. All the crews are made up of the same people, so it gives you a more rounded feeling," said Gately.

"It's fun because you get a company corps spirit. During the regular year you're more spread out but in the summer you get a family spirit," agreed Dr. Schultz.

But maybe it's bad.

"We're dealing with students who have to go to classes," said Dr. Schultz. "And the productions demand drive, concentration and push. There's no time for reflection; no time for freshness."

...No time to spend money. ...But wait! Shows, even in the summer are costly.

"We have almost a nonexistent budget," said Dr. Schultz. "The first production is on the tail-end of last year's budget so we produced it on a shoestring."

**'The productions  
demand drive,  
concentration and push'**

The second show is the beginning of next year's budget, but we have to remember we have major productions coming up."

**Busybody** is costing very roughly \$200 to produce, \$85 of which goes for royalties and \$65 for publicity; the rest is spent on set and costume. Last spring's gala **Tempest** cost approximately \$1000, with flashy costumes and generous sets.

"Low budget does not mean low quality," said Dr. Schultz. "It just requires ingenuity and acceptance on the audience's part."

Acceptance--and a dose of hard work all around--make summer theatre what it is "a highly concentrated effort."

"Anybody who wants to make theatre a livelihood should be in summer stock," said Dr. Schultz. "They almost eat, drink and sleep theatre and they find out if they like it or not."

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# Input-Output

## Fallen from Grace



The squeeze's on

## The Stroller

Sometimes you can't win for losing. Just when things were goin' terrific for your Campus Carouser, he stumbled upon some bad luck and a crime that would've baffled Batman, Dick Tracy and Sherlock Holmes combined.

It was early one morning and your Stroller was stumbling home from one heck of a good party. Dawn's first glimmers were lighting the sky as he dragged past the President's house on his way to the dorm. A little drinking song ran through his head and for no apparent reason, he stopped to admire the President's lovely cars.

Mercedes-Benz. Geez, what terrific-looking pieces of machinery. Just a-shinin' in the morning dew, they were the picture of wealth and class and--Jeepers! Could his eyes deceive him? He thought the autos were sittin' a little low. But all eight tires flat? What a crazy coincidence!

His interest aroused, your Hero decided to take a closer look. He walked boldly through the yard, squatted and tapped one tire experimentally with his knuckle. A loud hissing knocked him backwards and the tire went even flatter.

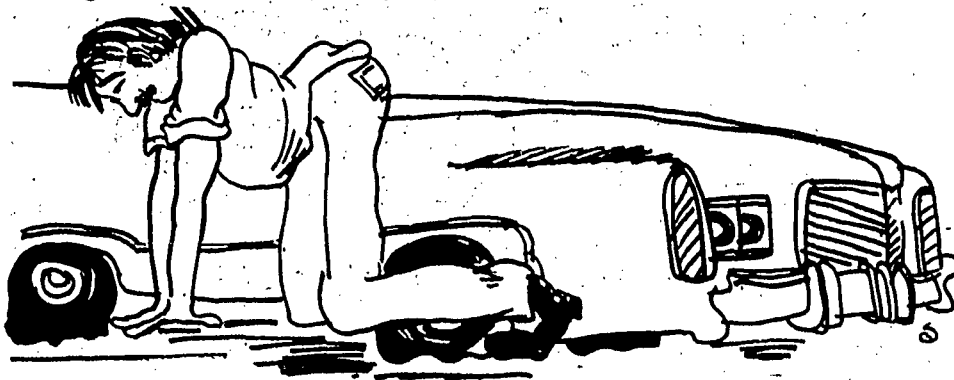
Shaken and damp from the grass, your Stroller began to suspect foul play. But who could do such an evil thing to our fearless leader? And mar the beauty of such expensive transportation? It was

baffling indeed.

Hangover forgotten, your Stroller withdrew from his pocket the trusty fingerprint kit left over from his detective-agency career. Carefully sprinkling powder on and around the area of the tampered-with valve stems, he applied fingerprint tape and produced the evidence. Hm-m-m-m-m-m-m-m-m-m. They looked like kitty paws. Must've brought the wrong kit.

So your Campus Clark Kent, donning a redbud bush as camouflage, snuck around each shining auto searching for clues.

Half an hour later, as cars began to appear and students started walking to early classes, your Weary Hero spotted a wrench. Hot Dawg! Ignoring the fact wrenches do not loosen valve stems, he put on his gloves and nabbed that baby.



## Worker rights

### Pro:

The real issue of Right-to-Work in Missouri is the freedom for each worker to choose for himself whether he wishes to join or not join a union, a freedom not now enjoyed by Missouri workers.

Compulsory unionism hurts in attracting new industry and business to Missouri. A 1977 survey of Missouri businessmen found that 82 percent believed a Right-to-Work law would increase the state's growth and economic development. For Missourians new industry would create more jobs, which would help the unemployment rate.

Right-to-Work law would also bring corporate income tax into the state, whereas private taxes should go down.

Along with possible lower taxes is the cut in work days lost by work disruptions and strikes by unions. In 1975, Right-to-Work states averaged only 52 work stoppages compared to 138 by Non-Right-to-Work states.

Missouri legislators are resisting putting the proposal on the ballot that would let the people decide whether they favor a Right-to-Work law. The results in other states are impressive and should provide the public with incentive to demand that they have the right to vote on this vital issue.

### Con:

Opponents of Right-to-Work contest the title itself. The phrase is misleading. Everyone has the right-to-work, but if the proposal is passed everyone will have the right-to-work cheaper.

There's a problem in the way the proposed amendment is written. As it stands now, all current union contracts would suddenly become void if the amendment passes.

Another objection of the Right-to-Work amendment is it would enable anyone to come in and work and receive union benefits without paying any of the costs for those benefits.

The Right-to-Work law would weaken the labor movement and weaken the right to bargain collectively under the Labor Management Relations Act. It abolishes the right to democratically select a union shop. And weak unions mean poor pay. Before a union comes in, the management has the power; but when unions come in decisions are shared between labor and management--the democratic way.

Right-to-Work is a popular slogan for an unpopular law. Many signers of the petition were not aware of the facts behind the proposal and have withdrawn their names from the petition. Right-to-Work law could lower wages, thus the employer would benefit from it, not the employee.

## Northwest Missourian

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